

Unit Planning Guide: Grade 1 Unit 3 of _6__

Unit Title: Author Study: Questioning an Author's Choices	Pacing (Duration of Unit): 10 weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story at various points in a text.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.1.1 Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a Print all upper-and lower case letter

L.1.1b Use common, proper, and possessive nouns.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We Hop)

L.1.1d Use personal, possessive and indefinite pronouns (e.g., I, me, my, they them, their, anyone, everything)

- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2c Use commas in dates and to separate single words in a series.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Authors use their experience to create stories.
- Books in a series often have continuity in characters, setting and theme.
- Illustrations help the reader comprehend the setting, characters, plot, mood and tone of a book.
- Writers use examples to support their opinions.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Where do writers get their ideas?
- Why read several books by the same author?
- How do illustrations help the reader to understand the words and ideas in a story?
- How can I explain my opinion about a story?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know that...

- Sentences contain capitalization and end marks
first word capitalization
period, question mark, exclamation point

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- **recognizing** the features of a sentence (first word, capitalization, ending punctuation) (knowledge)
- Identifying the structure of a story

- The structure of a story moves from beginning to end and includes character, setting, problem and solution
- An author conveys a central message in a story
- The role of illustrations in a story and how they contribute to understanding the parts of a story
- Writing an opinion includes stating the opinion, providing examples that support the opinion and a closing statement

- **Key Academic Vocabulary**

- Sentences
- Pronouns
- Opinion

- Determining major events in a story
- Determining the beginning and ending of a story
- Examining illustrations and discussion how they help to understand the parts of the story
- Write an opinion that includes the opinion statement, examples that support the opinion and a closing statement.